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ABSTRACT

This book provides information to preschool teachers and administrators in developing effective programs for young linguistic backgrounds of second-language-learning children, the children. Information about the importance of the cultural and linguistic backgrounds of second-language learning children, the course that second-language learning is likely to take in preschool-age children, the supportive techniques that teachers can use in their classrooms, and the part that second-language learners' families may play in linguistic and educational decisions are addressed and integrated into basic knowledge of child development. The book is divided into two parts. The first part details the second-language-learning child's task. Four chapters address getting started in a second language, speaking a second language, and individual differences in second-language learning. Two case studies are presented to illustrate the process. The second part discusses the role that the teacher can play in helping children during the second-language-learning process. Five chapters address using communication and classroom organization to support second-language learning, using the curriculum to facilitate second-language learning, working with parents of second-language learners, assessing the development of second-language learners, and developing effective preschool programs for second-language learners. Contains 66 references. (SD)

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